



FINAL DRAFT

Evaluation of Junior Achievement in Romania

Submitted to:

MSI for USAID Evaluation Training Course, Summer 2005

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August 5, 2005

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ACKNOWLEDGEMENTS

The JA Evaluation team wishes to acknowledge MSI and USAID for organizing the Evaluation Training Course (May – August 2005) with the one week field research component taking place in mid-June.¹ In addition, the evaluation team wishes to express its appreciation to JA Romania's Executive Director Stefania Popp and her staff assistant for arranging school visits and key informant interviews. The assistance of Oldrich Vanous in JA Young Enterprise Europe, Czech Republic, is also acknowledged for sponsoring the evaluation. Thanks are owed to USAID's Romania office for hosting the team and providing a driver, and to Miheala Popescu and Gianina Moncea for their timely input. Finally, thanks to all the students, teachers, alumnae and others who participated in the evaluation and shared their views/experiences with JA Romania.

In case of questions regarding utilization of this report or updates on facts USAID team members can be contacted via the USAID web address network and Susan Chaffin can be reached via email at suschaffin@yahoo.co.uk.

¹ MSI course trainers Richard Blue and Molly Hageboeck, assisted by Jennifer Ulman and USAID course organizers Cressida Slote, Bureau for Europe & Eurasia, and Janet Kerley, Evaluation and Monitoring Specialist for the Programming and Policy office at USAID (PPC/DEI/ESPA).

MAP OF JA ROMANIA SCHOOL LOCATIONS



EXECUTIVE SUMMARY

A one week field survey of Junior Achievement (JA) Romania was undertaken in mid-June 2005 as part of a USAID training course. Although the evaluation was part of a hands-on learning experience, the evaluation team attempted to provide a fair assessment of JA activities to date, the organizational structure, leadership capacity, programmatic and financial sustainability, links to the business community and the impact on students.

Based on a small sample of school visits, a review of survey data and interviews with key stakeholders and beneficiaries, the evaluators were able to conclude that JA Romania has been exceptionally effective in building an organization which has penetrated the Romanian educational system in a short period of time and with limited resources. Despite the lack of entrepreneurial tradition, challenges in forming a partnership with the Ministry of Education, and nascent links to the business community, JA Romania established a program and instituted activities which are firmly grounded and sustainable.

After signing an agreement with the Ministry of Education in 1998, JA Romania was able to expand to its current capacity through the vision, tenacity and will marshaled by Stefania Popp the Executive Director. Ms Popp was able to build and leverage key stakeholder relationships, design innovative corporate programs and gain rapid access to schools and communities well beyond Bucharest due to the confidence and trust she earned for JA Romania and its activities. By no means has JA Romania reached the limit of its success, however, it has hit a ceiling in its expansion efforts for several reasons which the organization has recognized in its strategic plan – specifically, the need for more funding, more volunteers in the classroom, and implementation of a regional structure. In order to determine JA's impact on the community the evaluation team reviewed main five areas – Student Impact, Business Community Impact, Teaching Standard's Impact, Financial and Programmatic Sustainability and Organizational Goals.

The evaluation concludes that JA Romania has been a driving force in educational reform and modernization of economic curriculum to include entrepreneurship, applied economics and the global market economy, not just in high schools, but in elementary and middle schools as well. Second, JA Romania has been an important agent of change and an innovator in reaching out to the business community, successfully implementing a model of corporate sponsorship common in the US and rare in Europe. Third, JA Romania has played a leading role in promoting interactive teaching methods in the classroom and in corporate trainings which it has co-designed. Fourth, JA Romania is a valued educational partner for the public and private sector.

Recommended interventions are needed in three main areas for JA Romania to continue its rapid growth and to ensure sustainability. First, financial support through corporate sponsorship and international donors needs to be enlarged to achieve ambitious expansion plans. Second, further outreach within the business community would ensure not only additional corporate financial sponsorship, but stronger links to JA programs; (i.e. volunteers in the classroom, availability of business consultants and opportunities for job seekers). Third, the agreement with the Ministry of Education needs to be revised to add more optional classes into the standard curricula so JA can reach more students and can guarantee payment to teachers. Also, teacher qualifications for JA should be updated so more teachers are eligible to teach JA from the MOE's perspective.

The positive impact of JA Romania was visible to the evaluation team during their brief visit in mid-June. The work that remains to be done is to continue bolstering the existing organization, to pursue development of four regional offices and to strengthen business linkages in order to reach one on five children in Romania, a country of 22 million.

INTRODUCTION

JA Romania is the second largest program in Europe. It has been in existence for over a decade and has achieved rapid geographic and programmatic expansion, particularly in the last five years. In spite of remarkable success by many different measures: such as the number of schools and student graduates, innovative curricula, available materials in Romanian, and sponsorship events; obstacles to expansion and sustainability exist.

The underlying program theory of JA Romania is that if students are taught applied economics and entrepreneurship, they will have a better chance of getting jobs and competing in a global economy. Given that the Romanian educational system is a poor fit for providing knowledge and skills appropriate for the modern economy, JA plays an important role in shaping educational outcomes in Romania. Unlike in Western Europe or the US, government spending on education falls far short of the need. Romanian youth as well as the EU, which Romania plans to join in 2007, state that the domestic education system does not provide relevant training for jobs and the curricula is outdated. The aging teacher core is experiencing a brain drain, as higher paid jobs in the private sector attract teachers who speak foreign languages and have advanced skills in economics and mathematics. Finally, there is a lack of business culture and experience with the market economy following sixty years of Communism and many years of political oppression.

In an attempt to measure JA Romania's success vs. its goals; to identify obstacles to growth and sustainability; and to verify whether or not the program is positioned to achieve its mission: "to ensure that at least one of five students in Romania has a fundamental understanding of the free market enterprise system", the evaluation team visited six schools within Bucharest and neighboring counties (within a day's drive from the capital) from June 6 - 10th, 2005. Due to logistical constraints, two teams (rural and urban) were merged into one. Since USAID provides only nominal financial support to JA Romania, this was not a focus of the evaluation, which did take into consideration if JA Romania's activities are consistent with JA's mission worldwide.²

BACKGROUND

"During the communist regime, Romania's educational system was mainly characterized by a theoretical approach with no applied knowledge activities and propagandistic, distorted content. In particular, economic education was shaped after socialist concepts while entrepreneurial skill building did not exist."

² "Junior Achievement's Mission is to provide youth worldwide with a good understanding of the importance of market driven economies; the role of business in a global economy; the commitment of business to operate in an ethical manner; the relevance of education in the workplace; the impact of economies on their lives." From USAID supported JA Programs in Eastern Europe and Central Asia.

Starting 1990, school curricula have gradually improved but training in economics still suffers from a major lack of experienced trainers and good textbooks. Especially business practical issues are not addressed, thus hampering students' capacity of understanding and adapting to the free market conditions.

The best opportunity to raise the level of economic literacy throughout the population of Romania is targeting young people through school education. These are the people who will shape the future of business and politics in the region.”³

JA Romania, founded in 1993, was formed to address precisely the needs of young people “to gain an understanding of the importance of market-driven economies; the role businesses play in the global economy; and the commitment of businesses to environment and social issues.” According to program material, JA Romania was established in order to develop and implement economic education for young people through a partnership with businesses. Through the support from small businesses, volunteers and teachers, JA Romania operates across the country.

JA Romania was fortunate to reach a cooperative agreement with the Ministry of Education in 1998 which enabled rapid expansion of the program and ensured sustainability by securing an elective slot in the formal curricula for JA programs. As a result of the cooperative agreement, JA Romania was able to launch an expansion across the Romania, which guaranteed teachers payment by the Ministry of Education. ***Thus began the alignment and formal adoption of JA's course curricula and teaching methodologies with official curriculum. Through its cooperative agreement business course curricula are replicated in schools.***

Executive Director Stefania Popp has managed JA since 1996. The organization had served 119,400 students as of 2003-2004 through a range of programs from kindergarten through university (A, B, C, Economy; D Economy; E Economy). JA developed several national programs and co-developed industry specific programs such as pharmaceutical and stock market curricula. In 2004 JA Romania joined Young Enterprise Europe.

By 2005, JA Romania was the second largest Junior Achievement program in Europe. Its organizational priorities are to expand the number of volunteers, increase funding and to oversee the management of a regional expansion -- opening four offices outside of Bucharest in Constanta, Iasi, Cluj-Napoca and Timisora. Though JA Romania experienced early rapid expansion on an ad hoc basis, JA now needs to formalize its organizational expansion and establish regional offices. In addition to reaching as many students as possible, strong reliance on corporate sponsorship for funding requires JA to have a national presence. Key corporate sponsors such as Proctor & Gamble seek to build brand recognition in the countryside, while other corporations have a specific mandate to support lower income and rural areas.

In fiscal year 2003-2004, JA Romania had total revenues of \$384,000, of which 62% came from international companies or foundations either through direct contribution or special events and program fees. In 2004-2005 total revenues were projected to reach \$590,000, with private sponsors rising from 140 to 400 vs. three government agencies from two, and reliance on the private sector for 72% of revenues. (See Appendix F)

³ Quoted from The Student Company, April 15 – June 15, 2002 JA Romania cover sheet.

JA Romania's Programs/Activities: (Appendix G: Courses; Appendix H: Competitions)

- ♦ Elementary School Programs: Ourselves, Our Families, Our Community, Our City
- ♦ Middle School Programs: Personal Economics, Enterprise in Action, Economics of Staying in School, CAPS, Junior A Week
- ♦ High School Programs: Company program; Economics, GLOBE, MESE, Success Skills, Banks in Action, TTBiz, Global Business Ethics, MMBiz, Job Shadow Day, To Be a Leader
- ♦ Other Programs: FOME, Graduate Program, Ethics-Best Label in Business

PURPOSE OF EVALUATION

The basic purpose of the evaluation is to determine JA Romania's effectiveness in achieving its main goals of reaching one in five students in the country. This evaluation targeted five main areas for investigation in an attempt to measure JA Romania's success to date; to determine its sustainability; and to verify the organizational goals of expanding the program to four regional offices in addition to the main office in Bucharest. Targeted areas include: 1) Student Impact, 2) Teaching Standards Impact, 3) Business Community Impact, 4) Financial and Programmatic sustainability, and 5) JA's Organizational/ Expansion Goals. (See Appendix A: Scope of Work) Among the questions, there is considerable overlap on some topics. For example, whether or not JA's "learn-by-doing" teaching methodology and curriculum have been adopted by Romanian schools ties in to the notion of impact on teaching as well as to programmatic sustainability.

I. Student Impact

1. As a result of participating in JA Romania have students gained a better understanding of the market economy, acquired new skills and values, and have their attitudes and behavior changed?

II. Teaching/Standards Impact (Ministry of Education)

2. In schools where Junior Achievement programs have been implemented has there been an impact on teaching methods, and has the JA program been sufficiently absorbed by the schools to ensure continuity if JA disappeared tomorrow?

III. Business Community Impact

3. Has JA Romania forged a viable relationship with the business community in terms of ongoing financial and programmatic support to facilitate organizational sustainability? For example, does the business community provide JA with funding, classroom volunteers and consultants (i.e. for MESE); do they participate in job programs such as "shadow day" at work; and hire JA graduates?

IV. Sustainability: Financial and Programmatic

4. Are the mechanisms by which JA is seeking sustainability effective; either through financial support from donors or corporations (US, Romanian and EU) or through programmatic integration into Romania's formal education system?

V. Junior Achievement Organizational Goals

5. Are JA Romania's expansion plans justified and are they realistic with respect to funding needs, availability of trained teachers and educational policy constraints?

APPROACH/METHODOLOGY

Originally, the plan was for two teams to evaluate Romania; one urban and one rural. At that time, a main focus of the evaluation was to be on the difference between how JA is implemented within metropolitan Bucharest as compared to outside the capital city, and in other regional cities and rural areas. However, due to resource and scheduling constraints there was one team with two members who were able to visit all the research sites and two other members each of whom visited either schools within Bucharest or in urban or rural areas within a day's drive from Bucharest. (See Appendix C for the List of Schools Visited)

Field work took place over the course of five days, June 6-10th one week prior to the end of the school year. School visits, which took place on the 5th, 6th and 7th, included Primary, Middle and High schools as well as schools in Bucharest and rural and urban schools outside Bucharest. Primary schools were doing "a,b,c Economy" modules, Middle Schools were doing Personal Economics and Enterprise in Action, while High Schools were doing one or more of Student Company, Business Ethics, To be a Leader, and Job Shadow Programs. (See Appendix G for complete list of JA programs by grade.)

In addition to visiting schools, the evaluation team met with the JA's Executive Director twice, an inspector from the Ministry of Education for the city of Bucharest, members of the business community – including a company director who participated in job shadow day and the American Chamber of Commerce, as well as three JA alumnae. The evaluation was constrained by the last minute nature of the effort, proximity to the end of the school year and reliance upon JA Romania to set up meaningful contacts on short notice. Not to mention, heavy rains and flooding slowed travel outside Bucharest, limiting the amount of time that could be spent at each school, as did traffic congestion in Bucharest, which also curtailed time available for meetings.

The team used a variety of research and investigative techniques; including a review of documents provided by JA and key informant interviews with the inspector from the Ministry of Education and business figures. Schools visits, where group interviews were held in the classrooms and the principal's office, were mainly characterized by direct observation. A combination focus group/group interview was held at USAID's offices among three student alumnae chosen by JA Romania based on convenience and availability.

In preparation for the evaluation team's arrival, JA Romania had pre-identified potential schools to visit and key informants in government and business to interview. Although the team was able to choose among the recommended schools, the logistics of travel and timing constraints determined the final agenda for the week. The prepared school list had 13 schools in total with seven outside of Bucharest in the following counties, Buzau, Giurgiu, Calarasi, Arges, Prahova, Gorj, Dimbovita, some of which the Ministry of Planning considers economically disadvantaged. See the below table for the profile of school visits. Two schools were visited each day over three days; four outside of Bucharest. (Appendix B: Schedule of School Visits.) Team planning meetings and meetings with JA occurred on Monday and Friday as did meetings with student

alumnae and a business executive. Other meetings were squeezed in mid-week. (See Appendix C: List of Schools Visited vs. Potential and Appendix D: Interviews and Organizations)

Profile of the Six Schools Visited

	Primary School	Middle School	High School	Bucharest	Non-Bucharest	Urban	Rural	Higher Income	Lower Income
Totals	1	1	4	2	4	4	2	3	3
Col. Ec. Virgil Madgearu, Ploiest			X		X	X		X	
Scoala Nr. 11, Buzau	X				X		X		X
Lic. C. A. Rosetti			X	X		X		X	
Col. Teh. D. Motoc			X	X		X			X
Col. Nat. Ion Maiorescu, Giurgiu			X		X	X		X	
Scoala Nr. 6, Oltenita, Călărași		X			X		X		X

CAVEATS

The evaluation team had limited choices for information gathering. Due to the crunch period for JA Romania just before the end of the school year and a month prior to major international competitions, JA provided the evaluation team with little quantitative data in preparation for the school visits or during the follow-up phase. Data that was provided is included in the appendices. In addition, because of the last minute nature of the school visits and short time spent at each school, averaging one-two hours, the interview format was standard. A questionnaire prepared by JA Romania was sent in advance to the high schools or handed out by the evaluation team in the classrooms. A total of 186 surveys were collected following a brief class discussion made up of question and answer or “discovery”, with both the students and the teacher in attendance.

The survey design allowed the team to have meaningful findings for the scope of work, however, given the small sample size it was not possible to reach comparative conclusions with respect to location and income, though inferences could be made based on observations.⁴ The next evaluation might focus on the differential impact of JA in rural and urban areas, among different income and ethnic groups (i.e Hungarians in Transylvania). The ultimate goal may be to determine if all students in Romania have equal access to the benefits of JA programs and materials regardless of income or locale.

⁴ The team had expected the small town of Buzau within Buzau County (496,214 inhabitants) to be hard pressed for resources, which they were. Nonetheless, the level of engagement among students, teachers and parents in the primary school visited (a pilot regional school) far exceeded that of the technical high school in Ploiest. Although the evaluation team had expected the high school in Ploiest (234,707 inhabitants) in Prahova County, which attracts considerable FDI related to oil refining, to evidence more support for JA than the less well off Buzau, this was not the case. Granted, there is no direct comparison between a grade school and a high school, let alone a technical high school vs. primary school. In Bucharest (population of 2.2 million), where the average monthly wage is 100-150 Euro vs. the rest of the country which may be 55-75 Euro, the team visited one high school in a higher income area – Rosetti and one in a poorer area – Motoc. Students taking the Student Company at Motoc, a technical high school, showed far more enthusiasm than at Rosetti, however, two schools visits can only suggest inferential conclusions.

CENTRAL FINDINGS

This section is organized around the five core questions in the Scope of Work.

I. Student Impact

1. *As a result of participating in JA Romania have students gained a better understanding of the market economy, acquired new skills and values, and have their attitudes and behavior changed?*

Findings based on survey results, observations during school visits and interviews with students, teachers and alumnae show evidence that JA in the Romanian school system has favorably impacted students. According to the survey handed out in the high school classrooms, 84% of respondents report that their knowledge of economics and entrepreneurship has expanded. Fifty-nine percent viewed Junior Achievement as a way to learn as much as possible about the economy and 65% said that the lectures aroused their interest in the topic.⁵ (See Appendix E)

The 68% of students who said that they would recommend JA to other students and the 81% of those surveyed who said that JA's applied materials (on-line and interactive) aroused their interest in the topic, further evidence the positive experience. A total of 70% agreed with the statement that the program has changed the way they think about the Romanian economy, of which 18% agreed strongly. JA Romania appears to have had a lasting impact on student's ability to communicate. An impressive 81% of students responded that JA had helped them to develop their communications skills and that they had learned to communicate effectively.

Of the 186 student surveys collected by the evaluation team, approximately 72% of the students wrote a short answer explaining how the program was useful to them. Students chiefly responded that JA changed the way they thought about the economy and their attitude toward starting a business. Students reported that they had learned how to start their own business, work as a team, and gained an understanding of ethical values. Five sample student responses are quoted below.

This program has helped me develop my attitudes and to find out what I can do, to negotiate, coordinate, to display teamwork spirit, responsibility, courage.

I have understood what starting up a company involves and the difficulties you face in this process.

I have acquired new knowledge of the economy and on entrepreneurship and in the future I intend to start my own business. This program has allowed me to gather the necessary information.

I have learned to work in a team, to share tasks with my colleagues, to get organized, and to work more and to be more patient.

I have discovered what a business means

⁵ See Appendix B for Full Survey Results and actual data. There were a total of 186 surveys collected.

I have learned what it is like to lead.

Based on site visits within and outside Bucharest, high school students provided positive feedback about their experience with Junior Achievement. Students and teachers were particularly enthusiastic about participatory applications such as the Student Companies (Eco-Motoc) and on-line simulation games (MESE). Ethics, core values, and self-improvement were some of the lessons learned by students participating in Eco-Motoc's simulation games in which students not only started an environmental business, but they formed on-line partnerships with JA students in other countries. Students who exchanged ideas about ethics, engaged in case studies and answered questions reported spending extra time on the computer after school to work on their projects. Students had practice communicating in English, the common language across countries. Through the interactive style of learning the students had fun, learned how to develop a business plan and learned about business management. A few of the students had taken more than one JA course, including "How to Be a Leader" and "To be Free". The class, a mix of 10th and 11th graders, was comprised of 25 students. Most students stressed that they had learned to work together as a team and to work collaboratively. In terms of core business values, there was general agreement that "there is no ecology without ethics".

At the other High Schools – Rosetti in Bucharest and a school in Giurgiu near the border with Bulgaria the students were also enthusiastic and most enamored with the on-line application MESE. Students at Rosetti had taken the JA class as an elective. Curiosity and interest were the main reasons for enrolling in the class. They had started with JA in the sixth grade. Among the students, approximately one-third raised their hands to indicate that they wanted to own their own companies and another third wanted to work for large companies. Industries of interest included tourism, real-estate, construction, and engineering. In the classroom, they used two textbooks along with a CD. The opportunity to simulate a business, work as a team and take part in JA Competitions for the best product and the best business plan captured student attention.

As with the other high schools, the students in Giurgiu did the Student Company and the MESE contest (on-line simulation game) through which they gained an understanding of the economy and the essentials of doing business. The students were participating in JA outside the curriculum because they had run out of optional classes. They began a small business club and had started a profitable company through JA which sold candles made in one student's garage. The students' received corporate funding to produce the candles.

Through simulation, students also invested in the stock market. JA provided two types of classroom materials: textbooks along with a workbook, and on-line modules with instructions and information memos. There were no classroom volunteers, although there was a strong interest. Students demonstrated a firm grasp of economic principles. Since they lived on the border with Bulgaria they had a good awareness of regional trade and international regulation as one might expect. Some students were interested in working for large multinational companies in the pharmaceutical or financial sector after finishing their studies. Several students who had started their own small business did so with the understanding that banks do not offer money on business plans alone and it is difficult to get capital from banks without a guarantee. Students have in mind Radu Georgescu a Romanian entrepreneur who sold his company to Microsoft.

The students at the first school the evaluation team visited in Ploiest in Prahova County appeared the least enthusiastic about JA among all the schools visited, or they were the most reserved in expressing their views. The teacher had been involved in JA since its first year of existence. However, she had not received re-training nor was she in regular communication with JA headquarters. The teacher was also a school inspector. The class was mostly comprised of girls, with a few boys. This was the only school where the students wore a uniform and the evaluation team observed students learning practical skills such as bartending, food preparation and hotel service.

Despite initial reticence to speak, students expressed an interest in starting their own companies. They said that JA had helped them to develop communication skills and to understand the rules of the game in business, i.e. what it takes to develop a business plan and what is required to get a business loan. They also understood that you can only use a loan for its intended purpose. Students had a reasonable command of consumer marketing, including market research and customer service. Students expressed an interest in starting their own small businesses; including a restaurant, a construction company, catering service, textile production and tourism.

The evaluation team met with three JA student alumnae from the high school programs, all of whom who told impressive success stories. All three had participated in JA national and international competitions and had advanced to the final round or won. One JA alumnae had competed in Russia and another had gone to a competition in Western Europe. The student alumnae stated that JA had taught them leadership, teamwork, responsibility, and how to take a calculated risk based on the simulation game exercises. The students enjoyed the spirit of competition and knew how to meet a deadline. All three alumnae had other characteristics in common as well. They all had part time jobs while in school and received their job offers as a result of JA. All three also gave something back to JA by coaching teams for JA competitions.

One student alumnae who had recently graduated from university and was working as an engineer for an international construction company planned to start his own company. He was coaching high school students in the simulation games, which he still enjoyed. A second student, who was also an active coach, though still enrolled in university, was working part time at Ernst & Young where a JA consultant Peter Van Buren had been instrumental in helping his team to win the HP Global Business Challenge. This student planned to work at Ernst & Young full time after graduation and to start his own consulting company. A third student, originally from Targu Jiu, who was also still in university, had already founded his own profitable company after several years part time work experience at Softwin, an anti-virus software company. In addition to the practical experience gained from work, the knowledge acquired from participating in JA competitions gave him the confidence to start his own web design company. This student told the evaluation team that despite advanced skills in mathematics and informatics, JA taught him how to apply that knowledge which he would otherwise not learn in school.

All three student alumnae said that JA had excellent textbooks which enabled them to learn about the global economy. As a result of JA, they could present themselves at an interview and put together a CV. Although JA Romania was unable to provide employment data for its graduates, based on the small sample of the three alumnae, JA instills the value of having a part time job while in school and the importance of writing a resume. According to the alumnae, JA influenced their values in addition to providing knowledge of economics. JA taught them how to

manage their life as responsible adults -- to start to work during school, to earn money, and to spend money sensibly.

The evaluation team's experience at the elementary and middle schools was different, though no less informative than the high school visits. Since no survey data was collected from the younger students the team based their findings solely on classroom observation, group interviews and meetings with teachers. Children at both the primary school in Buzau and middle school in Calarasi County were among the most enthusiastic students.

In Buzau, a pilot school, the largest in the county, student posters for "My City" were displayed on the wall. The children leapt out of their seats to answer the evaluators' questions, often in English. It may have been an unselfconscious age, though the teachers confirmed the high level of motivation among the students. An awareness of the international economy was evident when fourth graders reported that they would like to do business with Japan, Spain and the US. A donut company for which JA provided the material was very popular. According to the teachers, the active involvement of parents contributed to the success of the profitable company students set up over the weekend.

In the middle school in Calarasi County there was a high level of enthusiasm, despite the fact that the school is located in an economically depressed area where jobs have been lost due to refinery and manufacturing plant closings. Many parents had gone to work in Spain leaving their children to be raised by grandparents. Students between the ages of 13-14 showed a strong sense of purpose about their future when asked what they would like to do for a living. For JA's course "Me and the Economy" the 7th grade students had made business cards, prepared CVs, practiced interviewing, created advertisements for products and made a personal budget. The students said that JA Romania had helped them to gain practical skills through writing their resume, developing an advertising campaign and learning about personal economics. They also said that the applied method of learning made the material more interesting and easier to absorb than other subjects taught in school. These students appeared to understand the importance of taking personal responsibility for their finances and careers. They expressed a strong interest in taking other JA courses and continuing the interactive classroom experience.

II. Teaching/Standards Impact (Ministry of Education)

2. *In schools where Junior Achievement programs have been implemented has there been an impact on teaching methods, and has the JA program been sufficiently absorbed by the schools to ensure continuity if JA disappeared tomorrow?*

Based on the joint agreement with the Ministry of Education in 1998, JA Romania has a secure place in the Romanian school system. In fact, in meeting with Silvia Popescu the school inspectorate for Bucharest it was apparent that the Ministry of Education has much respect and even reliance (some say too much) on JA Romania. According to Ms. Popescu, who has worked with JA Romania for eight years, the Ministry of Education is indebted to JA. She said that it would be impossible to be without JA in Romania.

According to Ms. Popescu, the children -- particularly those attracted to JA games and competitions -- are pushing teachers and schools to introduce more JA classes. Thus, the

Ministry of Education needs to ensure that teachers get paid and are not forced to offer the class outside the formal curriculum. The inspector perceives JA as an innovator, especially in teaching methods and pedagogy. More and more teachers are becoming involved. No other educational program that she is aware of is designed so well.

The cooperative agreement with Ministry of Education enabled JA Romania to introduce classes into the official school curriculum and to ensure that the state would pay teachers' salaries. JA has influenced the national curriculum for applied economics and entrepreneurship, which was introduced in the 9th grade in response to the need for education relevant to SME growth. Ms. Popescu said that she hoped the new Minister of Education would recognize the achievements of JA and would be willing to grant a wider set of classes for applied economics within the social sciences. Popescu acknowledged that despite some competition with foreign language, IT, and computer science courses teachers would welcome more space for JA due to student demand.

The evaluation team took the opportunity of meeting with the school inspector to address concerns raised about the implementation of JA during school visits. One concern was that there are not enough official slots in the curriculum for JA courses. Teachers can only be paid for up to 18 hours of teaching maximum. JA courses compete with other optional courses such as English, French, German, Spanish and IT. In Ploiest the high school teacher leveraged her position as a school inspector to offer JA on a Saturday; however, students could not get transportation passes to attend class. In addition, students were unable to go on field trips to area businesses due to scheduling constraints and conflict with other teachers given that each class is 45 minutes, with a 45 minute break. JA was offered successfully on a Saturday in Buzau to primary school children who are only allowed to take one optional class and like to take chess as well.

There is also a problem with not having enough qualified candidates to teach JA since the Ministry of Education guarantees payment only to authorized teachers. Particularly in areas outside of Bucharest, the demand for qualified teachers far outstrips supply, as compared to Bucharest where the JA trains many teachers. The teacher at Rosetti High School said that approximately 80% of teachers in Bucharest have been trained by JA to teach economics courses; however, only 30% of those trained actually teach courses. In contrast, only one teacher in the entire county of Giurgiu is teaching JA at the high school level.

Not all teachers of economics have sufficient background to understand JA's economics text book well enough to teach high school students given their lack of practical experience. Though faculty may have studied philosophy and psychology, this is not adequate for teaching JA's applied economics courses in high school. In Prahova County there are 800 school units and only four teachers who have graduated from the Economics University. It is a different problem at the lower school level where the Ministry of Education's restrictions preventing qualified general social science graduates from teaching JA. At the elementary school in Buzau, more teachers would like to receive JA training; however lack of an economics degree disqualifies them from teaching civic education classes.

At the moment, there is a comprehensive program from the 2nd through the 11th grades for economics education. Market economics is part of the compulsory curriculum taught in the 11th grade in economics high schools and in the 10th grade in the technical high schools. Popescu

hoped that the gap in civic education in the 5th and 6th grades would be addressed by 2006-2007. In order to address the demand for JA, despite the lack of qualified teachers, the inspectorate will recommend that all teachers, irrespective of their background be allowed to teach JA at the high school level. Ms Popescu also said that she is recommending teachers be able to get a Master's Degree in applied economics so JA programs can be offered at all school levels.

Although the Ministry of Education pays teacher's salaries, they do not cover the printing costs for JA textbooks and classroom materials. As a result, either JA or the school covers the cost for class materials. In Calarasi County, the middle school photocopied all of JA's materials. In Ploiest it looked like the students shared JA materials which were kept in a glass case in the front of the room compared to Rosetti, a high school in the well off area of Bucharest, where each student had a book and other materials.

Sufficient time on the computer was another issue identified. High school students in Ploiest were unable to take part in JA competitions due to lack of computer time. In contrast, high school students at Motoc in Bucharest were able to stay at school as late as they liked to get computer time for JA on-line competitions and class exercises. Ms Popescu said that she hoped more money would be allocated for computers in Bucharest.

Ms Popescu said that Romania has benefited greatly from JA. Romania's SME Agency has used JA's program to show progress toward EU standards. Ms Popescu said that it is almost impossible not to offer JA, which has elevated the standard among teachers who seek JA training in order to be competitive in their field. The current partnership with JA offers a high quality of education and broad reach not offered by other NGO programs. The school inspector recommends a Master's in JA not just in economics, but in all social sciences so students could benefit from teachers using the interactive teaching method.

III. Business Community Impact

3. *Has JA Romania forged a viable relationship with the business community in terms of ongoing financial and programmatic support to facilitate organizational sustainability? For example, does the business community provide JA with funding, classroom volunteers and consultants (i.e. for MESE); do they participate in job programs such as "shadow day" at work; and hire JA graduates?*

The local business community has a low, though increasing level of involvement in JA programs. Volunteers in the classroom appear to be scarce based on the evaluation team's findings; however, job shadow day for students close to entering the workforce has had some exciting breakthroughs. Two members of the evaluation team met with Carmen Lazar, Communications Director for Ipsos Interactive Services an on-line advertising and marketing firm that measures client satisfaction, to hear about her experience with JA. Carmen utilized JA's job shadow day as a means to successfully recruit new staff. Though Ipsos has an in-house training course for students from university, it is difficult and time consuming to find qualified job candidates. Over the course of four months, 10-12 high school and university students spent the day with a professional or manager.

Carmen had learned about JA's shadow day when she was asked by a JA staff person to write an article for JA's magazine "Young Money". Since most on line research is a relatively new field, Romanian students do not have the required skills in computer research, statistics, sociology and opinion testing. By tapping into JA's database she could quickly access people with the right background. Next time Ipsos Interactive Services runs a training course Carmen will approach JA and do another shadow day. In the meanwhile, she will not have much contact with JA until she needs to hire again.

Carmen was very pleased with the JA recruits. As a result of the JA shadow day, Ipsos had hired two JA alumnae for the training program and one intern. Once in the training course, it was a JA graduate who scored the highest marks. Through JA's network, Carmen was able to get the best of what's on the market. In general Romanian students lack practical experience, though this is not the case for JA graduates. Normally, students are unwilling to start at the bottom rung of the corporate ladder even for their first job. Parents lack awareness about the need for part time work experience. Carmen said she would like a campaign begun to educate parents and students about the need for practical experience so young Romanians would be prepared to enter the market economy.

Carmen agreed to participate in job share day for two reasons. First, it is time consuming and costly to recruit talented staff. Second, she wanted to give something back to the community. It costs quite a bit to recruit people and there's a scarcity of people with the right background and skills. Compared to placing an advertisement in the newspaper or hiring a headhunter, she could try people out immediately through JA's job shadow day. The cost benefit analysis makes sense. Like all business people, Carmen was looking at "what's in it for us?" "Where's the benefit?" Although it was difficult to convince her Board of Directors that job shadow day was a good idea, Carmen succeeded. She is more than pleased with the results and said that hiring JA recruits helps JA's brand image.

Carmen, who studied law and worked for an NGO in the Czech Republic, is more civic minded than most Romanian executives. She explained that perhaps it is because she was more exposed to Western ideas in Targu Mures (which is close to the Hungarian border), where grew up. Carmen has set aside a small portion of Ipsos' budget for sponsoring disadvantaged children and for education. Since Carmen had to work her way through law school, she identifies with JA graduates and attributes her early success to cumulative work experience. How else could she have reached the position of Communications Director for an international company (Ipsos Interactive is French) by the age of thirty.

Unfortunately, the evaluation team was not able to schedule any other interviews with corporate executives or members of JA's corporate board which includes General Electric, 3M Hewlett Packard, Citibank, PricewaterhouseCoopers and Saatchi and Saatchi. However, the impressive list of thirteen corporate board members provides evidence of JA's strong ties to the international business community.

Two evaluation team members learned of JA Romania's close cooperative relationship with the American Chamber of Commerce when they met with Anca Harasim, the Executive Director, and Iona Munteanu, Legal Affairs Coordinator. The American Chamber of Commerce

(AmCham) in Romania, recognized for its corporate social responsibility program, has partnered with JA on numerous networking events, luncheons, business mixers, and job fairs. AmCham helps to sponsor a “pay for work” program where employees volunteer in the classroom. AmCham also participated in job shadow day and has made its member list available to JA, which also benefits from AmCham’s identification of human resource directors for hiring JA student alumnae.

The shortage of volunteers, which was highlighted in JA’s latest strategic plan, is one of the weakest links in its program due to the lack of volunteer tradition and the fact that this is not a priority for business people. Nonetheless, business people do participate in corporate recruiting events which JA has organized mostly in Bucharest. Based on conversations with the three JA alumnae, one individual at Ernst and Young was responsible for mentoring several winning teams in the MESE contest. The evaluation team was told that as a result of JA, students behave more like business people and often start businesses. Since JA Romania has only offered the Student Company since 2001, and those students have not yet finished university, the impact on jobs is not known. However, according to Stefania, 23% of alumnae are in middle management positions.

Although high school students in Giurgiu received direct sponsorship for the candle company there is a need for far more corporate interaction and support of the business community at the local level. At Buzau’s primary school, teachers complained about the lack of contact with the business community, however, through the forestry authorities’ school children did plant trees. Buzau faculty said that while it is difficult to ask for partnerships for small children, local businesses could help to provide financial support for teaching materials and the high level of parental involvement in the donut company suggests that there are business people interested in supporting JA activities.

IV. Sustainability: Financial and Programmatic

4. Are the mechanisms by which JA is seeking sustainability effective; either through financial support from donors or corporations (US, Romanian and EU) or through programmatic integration into Romania’s formal education system?

JA Romania has put considerable effort into achieving financial and programmatic sustainability; nonetheless this is an area which requires constant attention and places high demands on the time of Stefania Popp, JA’s Executive Director. Due to scarce state resources, unfavorable tax laws, limited donor funding for educational programs and the absence of a tradition of corporate sponsorship among Romanian and European firms, JA has relied upon financial support from US multinationals and foundations in particular.

USAID had provided a grant of \$11,000 to JA Romania for the general business ethics global program and is providing \$7,500 in 2005-2006 through CHF as part of a tourism and travel program. USAID also supported a stock market program JA developed with USAID contractor Deloitte and Touche Emerging Markets Group. Since JA worldwide does not provide financial support and JA could not depend on donor funds, JA has had to keep costs low. According to Stefania the cost per student in Romania is \$3.5 USD vs. \$2.5 in Russia, \$7.5 in Poland, and

GBP89 in the UK. At one point JA Romania had tried to introduce small fees, as is the practice elsewhere, but schools rejected the plan.

JA has relied increasingly on private sector funding, as donor money was reallocated.⁶ JA's rapid expansion strategy was driven in part by the need to capture corporate sponsors who were seeking national coverage and also resulted from greater private funding. According to Stefania, companies choose to sponsor JA Romania for three reasons: 1) they want to advertise their corporate brand which appears on JA material; 2) they use JA to train future employees; and 3) they are multinational companies with corporate social responsibility programs such as Citibank and GE, which had requested to sponsor JA in low income areas of Bucharest. Proctor & Gamble falls into the first category, seeking to make their brand known and as an incentive for loyalty.

In the second case, JA co-designed a program with a pharmaceutical company to satisfy their training needs and also developed an interactive stock market program. The pharmaceutical company GlaxoSmithKlein cooperated with JA in order to gain access to schools and to leverage interactive modules for its Program on Excellence. JA succeeded in getting Nestle as a sponsor in 2005 through developing a targeted program –Nestle Success Key Lifestyle. JA developed a program with Citibank called Projecting Your Life for K-12 from which it received \$25,000.

As mentioned above, a close working relationship with the American Chamber of Commerce has helped JA to access corporate sponsors. AmCham's Job Fair Day, fundraising ball, and "paid for work" provide good publicity. According to Ms Harasim, the person sanctifies the organization and thanks to Stefania Popp's efforts; JA Romania has earned the respect of the business community. Corporate sponsors know that JA is in good fiscal health and their money is safe because Stefania has earned their trust. The only drawback to targeting large companies for funding is JA's reliance on Stefania to attract and keep sophisticated sponsors. It takes a special skill set to develop rich corporate contacts. It would be a challenge to replace Stefania given her contacts, funding raising skills, organizational ability, and knowledge of education.

Once JA has attracted corporate sponsors, Stefania has to work to maintain relations. Stefania says that a lot depends on the individual company manager. If that person is an expatriate, Stefania's chances for success are improved. Unfortunately, there is competition among industry leaders on JA's corporate board. If JA's corporate board already has one industry leader, such as a global leader (i.e Citigroup), other banks may not want to join. Stefania tries to leverage board member sponsorship as much as possible. Saatchi & Saatchi does not provide direct funds due to its corporate policy, but it will provide sponsorship material for free and pro bono services.

The evaluation team wondered why JA Romania has only has US companies on its corporate board and not European or Romanian companies (i.e. Banca Commercial Romania or top 10 banks) which have significant market share. There are several reasons. European companies perceive JA Romania to be an American program, though it joined Young Enterprise Europe in 2004. There is also a cultural difference. In Western Europe governments support JA, but in

⁶ Although JA had received limited funding from USAID in the past for its activities and a specific program targeted at the financial sector and development of the stock market, the evaluation team did not have a chance to explore in depth why USAID no longer provides JA with direct financial support. USAID's priorities have changed as Romania approaches graduation and funds have been shifted.

Eastern Europe corporate sponsorship provides the bulk of funding. There is little tradition of corporate giving in Europe. Finally, European firms developing their own training programs to attract employees perceive JA as competition. Raiffeissen and ING Bank have their own training programs for recent university graduates. Shell has the Entrepreneur Program.

Due to the fact that exploitation of an earlier law led to corruption and money laundering, the Romanian Law of Sponsorship does not favor corporate funding. Given that the law permits only 8% deduction for corporate giving there is no incentive to donate funds. As a result, JA's main corporate sponsors channel money through US foundations. JA has tried to lobby the government about the sponsorship law, but it will be impossible to change the law until Romania has joined the EU in 2007. In contrast, the law for personal giving, which now allows a 1- 2% deduction for donations is expected to change soon.

On the program side, the agreement between JA Romania and the Ministry of Education, which had been brokered through the Consular to the Minister of Education (a contact of Stefania's), has been instrumental in securing JA's place in the Romanian school system. As a result of this agreement, JA teachers can be paid and programmatic sustainability is ensured. In addition to JA's official link to the educational system, according Ms. Popescu the school inspector for Bucharest, and based on the evaluation team's observations, the high popularity and growing notoriety of JA among students requires the school system to offer JA. One mitigating factor might be the Ministry of Education's attempts at integrating entrepreneurship and applied economics into the curriculum. So far, the official program provides little competition for JA.

In terms of financial and programmatic sustainability the issue is the level of activity that can be maintained given available funds. Since the goal of JA Romania is to reach one child in five, and schools currently offering JA are concentrated around Bucharest, the organization must expand its activities, not just maintain them. As a result the fundraising and programmatic strategy is shifting. There will be even greater emphasis on corporate sponsorship in specific geographic areas such as Constanta and Timisoara where JA would like to be introduced into the schools.

V. Junior Achievement Organizational Goals

5. *Are JA Romania's expansion plans justified and are they realistic with respect to funding needs, availability of trained teachers and educational policy constraints?*

The evaluation team had originally wanted to perform a wide cross sectional analysis of schools in order to determine if JA's impact was different in rural vs. urban areas, Bucharest vs. elsewhere in the country and did income level or ethnic make up influence outcomes. However, due to the limited nature of the field study and specifics of the research design, it became apparent that comparative conclusions would not be possible. Nonetheless, to address the question of regional expansion one might extrapolate from the small sample in combination with direct observation and JA documents.

The Map of JA School Locations provides the primary evidence that JA is justified in its expansion plans if it intends to achieve the goal of reaching one child in five in Romania. Though there is a strong correlation between living in Bucharest (where JA is present in 123 schools) and having access to JA, this is not the case in the rest of the country. The plan is to

open four regional offices in Constanta, Iasi, Cluj-Napoca and Timisoara. The question remains whether JA Romania can support its ambitious expansion plan financially and programmatically and does JA have the support of its Board Members who may all be located in Bucharest?

Geographically, these four cities are spread out and have different appeal as regional centers. Constanta, a port city with much refining activity, is on the Black Sea; while Timisoara, a thriving commercial center with growing foreign investment and corporate presence, is near the Serbian and Hungarian borders. In the far northeast sits Iasi, formerly a seat of government; and in the mid-northwest is Cluj- Napoca a center for universities and academic life in the heart of Transylvania. In two of these four cities – Cluj-Napoca and Timisoara – JA has grown organically based on the individual efforts of JA teachers and word of mouth. JA is offered in 23 schools in the former city and 12 schools in the latter. This compares to only two schools with JA programs in Constanta, which is the second largest city in Romania and four schools in Iasi.

Clearly, there is room for JA to expand, not just in these four cities, but in the territories in between where JA's presence is intermittent. Based on school visits outside of Bucharest it is also clear that distance affects the level of JA support. The high school teacher at Rosetti has regular contact with other JA teachers with whom she has the opportunity to meet every year. However, the high school teacher in Ploiest said she had never participated in a retraining and complained about learning of a JA competition too late. Teachers at the primary school in Buzua also complained of being out of the information loop and had recommended to the evaluation team that communication ought to be better. In contrast, the teacher in Giurgiu said she had participated in training every year and was in close touch with JA Romania headquarters. The middle school in Calarasi County reported having to photocopy the JA material. Although it is difficult to generalize, it does appear that information gets lost, retrainings are fewer, and financial support and materials are more scarce the further the distance from Bucharest.

The schools in Cluj, Timisoara and Bacau, a city in the northeast where JA is present in 11 schools, expanded because an excellent teacher acted as an advertisement for JA. In this case, the regional or local development is demand driven where teachers have already been identified. Though the evaluation team was unable to explore the demand for JA outside the capital and surrounding areas, based on the rapid absorption and comments by Ms. Popescu of the school inspectorate among others, one would assume demand for JA will not be a problem. In addition, following on the model of tapping into the business community and corporate sponsorship, JA will be able to support the expansion financially. As far as trainings, a regional network would conserve costs and enable more teachers to be trained without having to travel to Bucharest.

CONCLUSIONS

I. Student Impact

As a result of participating in JA Romania students have gained a better understanding of the market economy, acquired new skills and values and there has been a noticeable difference in attitudes and behavior. JA Romania's impact on students is well documented in the findings section of this report. In addition, a large part of what students take away from JA depends on the teacher, parental involvement and the community, not to mention the student's own initiative and

raw ability. JA provides an opportunity for motivated students to grasp global economics and to learn in a fun interactive setting the rules of the game for starting a business.

The strong enthusiasm among young people participating in JA Romania confirms that students fully embrace and, in fact, demand the educational service JA provides. Textbooks, game simulations, competitions, and the chance to interact on-line with students in other countries engage student attention. Starting a company, writing a business plan, putting together a resume or learning about their hometown added significant value to the student's educational experience and ability to understand global applied economics. Many students start their own company and get their first part time job while taking JA. Young people become aware of ethical issues, learn to think like business people and start to take greater responsibility for their economic fate in life.

II. Teaching/Standards Impact (Ministry of Education)

Wherever Junior Achievement programs have been implemented there has been an impact on teaching methods. The JA program has been integrated into the Romanian school curriculum and faces no risk of disappearing anytime soon. In fact, just the opposite appears to be the case. The embrace of JA by the Ministry of Education ensures the program's continued existence; however, JA's presence is not equal across the entire country. While JA is prominent in Bucharest and a few other pockets throughout the country such as Cluj-Napoca and Timisoara, it needs to be expanded and introduced in other parts of the country to attain its goal of reaching one in five students. Though JA's sustainability is not in question, absent another agreement with the Ministry of Education regarding teaching slots in the formal curriculum, JA Romania is close to reaching its limits to growth in the school districts where it currently has a presence.

Several issues need to be addressed to ensure that progress to date is sustained and the ongoing expansion of JA to schools outside of Bucharest continues. First, there needs to be another agreement with the Ministry of Education to expand the number of elective courses so JA courses do not get squeezed out by other electives such as foreign languages and computer studies. Second, due to the decentralized nature of the educational system, continued expansion beyond Bucharest should also be done in cooperation with the Ministry of Education to ensure uniformity of the same high standards applied in the schools close to the capital. Third, more teachers who have a broader educational background in the social sciences need to be authorized by the Ministry of Education to teach JA and then they must receive training by JA.

Although more than enough teachers are trained to teach JA within Bucharest, due to the lack of electives in the curriculum, a limited number of teachers will offer JA without pay even despite strong demand. In contrast, teachers outside of Bucharest appear more willing to teach JA classes for which they were not compensated because of their commitment to the students and belief in JA. For example, the stock market activity in Giurgiu and the donut company in Buzau were after hour activities or on the weekend. In general, schools outside of Bucharest showed a greater commitment to extra-curricular unpaid activities. Perhaps, because there are fewer demands on students' and teachers' time, parents in smaller communities have greater involvement in their children's education, and there are simply fewer extra curricular activities outside of Bucharest.

III. Business Community Impact

JA Romania forged a viable relationship with the business community in terms of ongoing financial and programmatic support to facilitate organizational sustainability. Though the business community provides JA with funding, the number of business people willing to volunteer in the classroom and to act as consultants for MESE needs to be expanded. Although there is strong participation in programs such as “shadow day” at work and sponsorship events, these two areas are so vital to the ability of JA to deliver its program that there’s ample room for effort. More work remains to be done in co-developing new programs (i.e. pharmaceutical company or stock market) and working with companies to expand recruitment of JA graduates.

The impact of the business community as well as the role of parents appears closely related in many instances, but particularly in rural areas or regional urban areas. On the whole, the spirit of volunteerism is not ingrained in people, although, parents do wish the best for their children and will often participate when asked. In Buzau County, thanks to parents’ efforts, a popular donut simulation game was a complete success for grade school students. Everyone pitched in to do something in the community and the children had the experience of running a small company with the sale of goods, customers and profits. At Rosetti high school the Parents Association will become more involved with JA next year when all 11th and 12th graders will be taking the class

IV. Sustainability: Financial and Programmatic

JA Romania has succeeded in achieving financial and programmatic sustainability to support its current level of operations. Yet, there is a clear need to get more financing from corporate sponsors in the absence of donor funds and government money. JA’s current sponsorship plan is working well, though more staff and resources are needed to continue these efforts.

Stronger ties to the business community at the local level would ease the burden on headquarters. These links take time to develop and require training from the headquarters for the best way to approach business development. The current agreement with the Ministry of Education has ensured programmatic sustainability, though revisions need to be made, as discussed above. Increasingly, JA is co-designing corporate sponsorship programs, which is time consuming, but brings in funds and builds JA’s brand as the educational partner of choice. The longer JA is present in the schools the more local communities will experience benefits. The willingness of local businesses to commit financial resources, to donate class materials for the Student Company, to volunteer in the classroom, and to mentor for MESE should increase over time. As Carmen Lazar said, people need to be educated, to have their eyes opened to the benefits of JA.

V. Junior Achievement Organizational Goals

It appears that JA has reached the upper limit of its expansion and cannot continue the same pace of growth without establishing regional centers. On these grounds alone, JA’s expansion plans are justified. Although there is high school penetration in Bucharest and growing concentration of JA in a few cities such as Timisoara, Bacau and Clu-Napoca, thanks to the efforts of a few excellent teachers, JA must establish a grassroots operation to reach out to local areas in order to become a truly national program. In business, this model is called supply chain development. Local distributors often deliver goods and services through regional hubs. It seems a foregone conclusion that JA needs to establish four regional offices, maybe two at first, in order to reach the end-user. JA’s existing system of acquiring corporate sponsors, training teachers and organizing contests can continue as before once the regional hubs are carefully implanted.

RECOMMENDATIONS

I. Student Impact: understanding of the market economy, new skills and values, and changed attitudes and behavior.

A. JA should conduct a nation-wide assessment to determine its level of engagement in schools across the country to try to bring all schools up to the same high level as schools in Bucharest in terms of materials, teacher training, and access to information for competitions.

B. JA Romania ought to announce competitions in a timely manner, tighten their school communication links via the internet, and investigate partnerships with the business community to get more computers into schools.

Given that JA Romania has been effective in transferring knowledge of the global economy, in introducing valuable new skills (i.e. how to write a business plan and put together a resume), in teaching business ethics and in introducing the value of starting to work part time while still in school; the recommendation addresses inequitable distribution of these benefits to students. Although the evaluators were only able to visit a few schools, it is clear that the level of JA programs and materials varies from school to school. There may be patterns. JA should be well informed about school status in order to rectify the situation and to streamline priorities. Also, this type of assessment is essential in light of costs associated with the regional expansion plan.

Inequities exist among schools. For example, some schools had enough textbooks; while others (all outside of Bucharest) did not. Students in the 7th grade at the middle school in Calarasi requested on-line competitions for their age group. Perhaps, competitions are currently being offered, but the problem is one of communication. Alternatively, maybe competitions are not being offered and JA is not aware of this unmet demand. Information dissemination to all JA schools should be on an equal basis so that students at the technical High School in Ploiest would hear about an on-line competition in time to participate. Finally, if the problem is a lack of computers, then an assessment would highlight this fact and JA could try to find a solution through the business community or Ministry of Education. Whatever the needs may be on a case-by-case basis, an assessment tool would rapidly identify the gaps so they could be addressed.

II. Teaching/Standards Impact (Ministry of Education) on teaching methods, absorption by the schools of the JA curriculum and program activities.

A. JA needs to revise its agreement with the Ministry of Education in order to more closely align current educational policy with its program goals of providing one in five students with access to JA and to reaching students at all grade levels – primary, middle and high schools.

Thanks to the agreement with the Ministry of Education and the demand created by the students, there is little risk of JA disappearing tomorrow; however, the lack of sufficient optional course slots in the school curriculum imposes a ceiling on JA's expansion plans unless teachers are willing to offer JA without receiving pay. Additionally, for the higher level economics courses, JA needs to work with the Ministry of Education to ensure that more teachers are graduating

with advanced educational training in economics and applied economics specifically. However, for the lower level courses, JA Romania needs to request that the Ministry of Education loosen the requirements for educational background in economics so more teachers in the social science field in general would be deemed qualified to teach JA in primary and middle school classes.

Required economics classes should be adapted to provide a more complementary fit to JA courses so students would be prepared in the 10th grade to take JA Student Company in the 11th grade. Likewise, civics education should be introduced for 5th and 6th graders so there is not a gap in JA between the 4th and the 7th grades.⁷ Given the trust that JA has engendered, JA should work with the Ministry of Education to help raise overall educational standards, to make uniform the standards applied by the school inspectorate across the country, and to share information on school textbook and computer shortages. Given JA's close cooperative relationship with the MOE, it is in each partner's interest to have the MOE agreement reflect current circumstances.

III. Business Community Impact: ongoing financial and programmatic support -- classroom volunteers and consultants (i.e. for MESE); "shadow day" at work, job fairs and co-development of industry specific programs (i.e. pharmaceutical).

A. JA should continue to expand and deepen its contacts with US multinational corporations through institutionalization of the fundraising efforts, while at the same time pursuing education and outreach to European and Romanian firms for future sponsorship and increased program participation.

Given that JA has successfully tapped into US multinational corporations, as evidenced by the thirteen Board Members, sustaining that relationship and developing it on a regional basis in conjunction with expansion plans would best serve JA's interests. Despite gaining rapid access to corporate sponsorship through Stefania Popp's successful networking skills, activities such as Job Fairs and co-sponsored corporate education programs; business linkages require constant attention. The financial contribution of Connex, the Romanian mobile phone operator recently purchased by Vodafone, a UK firm, fell from US\$35,000 to only \$5,000.

Institutionalization of the fundraising process by hiring more staff would lessen JA's dependence on Stefania's input and efforts to ensure the organization's financial sustainability. Training of two new staff in public relations would lessen the fundraising burden on Stefania and ease the regional expansion through skills' transfer. The same person working in public relations could also help to get more volunteers in the classroom while building up ties to corporate sponsors in different areas of the country such as Constanta and Timisoara. JA might also seek out specific corporate donations for computers in the classroom linked to specific programs or locations.

JA needs to pursue education and outreach to Romanian and European firms in order to penetrate the "wall of indifference", according to Carmen Lazar of Ipsos Interactive Research. JA should continue publishing success stories in its magazine, further develop newsletters and organize events for public education and dissemination of information with partners such as the American and British Chambers of Commerce. JA should leverage the current trend in corporate social responsibility. In order to address the concern of teachers at Buzau's pilot primary school, direct

⁷ Teachers at the primary school in Buzau strongly supported this recommendation.

school linkages to local business associations or chambers of commerce would enable them to pursue financial support for books, access to volunteers, job shadow day and recruiting.

IV. Sustainability Financial and Programmatic through donors or corporate support (US, Romanian and EU) and integration into Romania's education system.

A. JA should revise its Agreement with the Ministry of Education (see recommendation II).

B. JA should deepen and expand corporate financial sponsorship (see recommendation III).

C. JA should continue to follow a formula which has already proven effective. It should work with specific industries to co-develop programs targeting niche areas such as pharmaceutical companies. Once JA has gotten the company buy-in, they should continue to develop the relationship, positioning the company to provide greater financial and programmatic support in the future by sponsoring scholarships and expanding their commitment on a national scale.

D. JA Romania should build relationships with local business associations, not just foreign chambers of commerce, in order to guarantee financial and programmatic sustainability.

JA could build stronger ties to the local business community by forming links with regionally based associations. The local association could identify potential sponsors, help organize job fairs, short list companies for job shadow day and provide volunteers in the classroom. Reliance on JA headquarters' staff would be diminished by developing a grassroots network. Local areas would start to take responsibility for building up and sustaining JA. JA headquarters staff could provide training to associations who would be good local partners and could play an active role in lobbying the local school inspector to embrace student, alumnae, and corporate activities.

V. Junior Achievement Organizational Goals: expansion plans with respect to funding needs, availability of trained teachers and educational policy constraints.

A. JA should formalize its expansion plans in order to be a truly national program and in conjunction with the needs assessment from recommendation I rectify unequal distribution of services. Through prioritizing expansion goals it should be able to expand on a step-by-step basis without stretching available resources too thin.

JA management attain the buy-in of its thirteen Board Members (if it has not already) in order to pursue its expansion plan. Next, it should conduct strategic market research on the location of large companies throughout Romania in conjunction with the US Chamber of VCommerce and relevant government ministries. Since JA has succeeded in getting a deep foothold in Bucharest and pursuing early rapid expansion, valuable organizational and programmatic lessons have been absorbed. Informal expansion, which began on an ad hoc basis in the West of the country driven by two particularly talented gifted teachers, needs to be formalized and expanded to the North East and South East of the country. Corporate sponsorship needs to be found and gaps in the applied economics curriculum need to be addressed. JA has demonstrated that it understands the capacity constraints of funding, teacher training and educational policy. By working through each of these obstacles one step at a time, JA will be able to carry out its envisaged expansion.

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APPENDIX A SCOPE OF WORK

USAID Project to be Evaluated: Junior Achievement Romania	Initial and Final Funding Years: 1996 thru 2005 intermittently from USAID
Type Evaluation: <input checked="" type="checkbox"/> Mid-Term (Formative) <input type="checkbox"/> Final (Summative) <input type="checkbox"/> Impact (<i>Post-Facto</i>)	Purpose and Intended Uses of the Evaluation: To assess the overall impact of JA Romania with respect to the impact on students, teachers, educational curricula, organizational/financial sustainability and expansion plans.
Brief Description of Project, the “Program Theory” that underlies it and it’s Intended Results: Though JA was founded in Romania in 1993, the current organization has been active since 1996, having served 119,400 students in 2003-2004 through a wide range of programs: K through university level. Under the able leadership of its Executive Director Stefania Popp, JA expanded rapidly to become the second largest program in Europe. In order to achieve its main goal of reaching one in five students, and due to its reliance on corporate sponsorship, it has developed several national and industry specific programs. Present organizational priorities are to expand the number of volunteers, increase funding and to manage a regional expansion. This evaluation will evaluate the impact of JA on the five areas: students, teachers, business community, sustainability and organizational expansion.	
Existing Performance Information Sources: JA Romania staff and JA Regional HQ in Europe	
Evaluation Questions : I. Student Impact 1. As a result of participating in JA Romania have students gained a better understanding of the market economy, acquired new skills and values, and have their attitudes/behavior changed? II. Teaching/Standards Impact (Ministry of Education) 2. In schools where Junior Achievement programs have been implemented has there been an impact on teaching methods, and has the JA program been sufficiently absorbed by the schools to ensure continuity if JA disappeared tomorrow? III. Business Community Impact 3. Has JA Romania forged a viable relationship with the business community in terms of ongoing financial and programmatic support to facilitate organizational sustainability? For example, does the business community provide JA with funding, classroom volunteers and consultants (i.e. for MESE); do they participate in job programs such as “shadow day” at work; and hire JA graduates? IV. Sustainability: Financial and Programmatic 4. Are the mechanisms by which JA is seeking sustainability effective; either through financial support from donors or corporations (US, Romanian and EU) or through programmatic integration into Romania’s formal education system? V. Junior Achievement Organizational Goals 5. Are JA Romania’s expansion plans justified (on what grounds) and are they realistic with respect to funding needs, availability of trained teachers and educational policy constraints?	

Evaluation Methods:

In order to answer the evaluation questions we will employ the following design strategies: surveys, case studies, focus group discussions, analysis of existing data and key informant interviews.

The evaluators will :

1. Develop a list of questions under each of the 5 major questions needed to conduct the evaluation
2. Develop list of data needed to conduct the evaluation.
3. Request data from JA headquarters.
4. Review and analyze the existing data from JA. Start to organize data into summary tables.
5. Seek additional data from regional sources such as schools, youth centers, municipal offices and business associations.
6. Design several different surveys (some using numeric scales) to poll stakeholders and beneficiaries.
7. Send survey questionnaires via email to JA staff, students, teachers, alumni, and the business community or administrator depending on what's appropriate.
8. Visit sites and interview of all the above.
9. Conduct key interviews, focus groups and group interviews where appropriate.
10. Write up interview notes and discuss findings among team members in person or via email.
11. Compile data on an ongoing basis and start to sort surveys around common themes. Utilize qualitative analysis, quantitative analysis and pattern analysis.
12. Review survey responses to test against hypotheses formed based on the original 5 questions.
13. Present findings in Tables to make results more visible.
14. Further Analysis to identify common themes.
15. Summarize findings based on data analysis, survey findings, interviews, observations and insights.

Deliverables:

1. **Evaluation Plan** covering (a) the overall design strategy for the evaluation, (b) the data collection and analysis plan for the evaluation, (c) a list of the team members, and which one will serve as the team leader and primary contact (an e-mail and phone contact for the team leader should be provided) and (d) the team's schedule for the evaluation. Due: 5/20/05
2. **Draft Evaluation Report**, consistent with guidance provided in Tab 14. Not to exceed 20 pages plus annexes and an Executive Summary of not more than 2 pages. Due: 7/21/05
3. **Oral Presentation**. Be ready on the first day of Phase III, including handouts. 8/1/05
4. **Final Evaluation Report**, incorporating advice by course instructors. Due: 8/12/05

Evaluation Team Composition:

Susan Chaffin (team leader), a US citizen w/private sector experience, has strong evaluation, analytical and writing skills. She was team leader on a USAID competitiveness project in SEE in '04. Gianina Moncea has 12 years experience working for USAID, with responsibility for private sector and environmental programs. Raised and educated in Romania, she was trained as a food engineer. Mihaela Popescu, with over five years of work experience at USAID Romania after working the private sector in the area of finance, she was the former CTO at USAID for JA Romania and also helped to implement the stock market/Bourse program. Mihaela was raised and educated in Romania. Sergey Yelkin, an engineer by training with private sector experience, worked for USAID in Kazakhstan, having managed a family company in the past. He was educated under the Soviet system.

**APPENDIX B: SCHEDULE OF SCHOOL VISITS
JA EVALUATION ROMANIA**

Outside	Bucharest	Town/ County	Program	Grade/ Age
Day 1 (6/7/05)	High School Name			
1) morning	Col. Ec. Virgil Madgearu	Ploiesti/ Prahova	Student Company	
	Primary School			
2) afternoon	Scoala Nr. 11	Buzău/ Buzău	Our City	Grade 4 Ages 9-10
	Scoala Nr. 11	Buzău/ Buzău	Our City	Grade 4 Ages 9-10
BUCHAREST				
Day 2 (6/8/05)	High Schools			
3) morning	Lic. C. A. Rosetti	Bucuresti	Student Company	Grade 11 17-18
4) afternoon	Col. Teh. D. Motoc	Bucuresti	MESE	Grades 10,11 16-18
OUTSIDE	BUCHAREST			
Day 3 (6/9/05)	High School			
5) morning	Col. Nat. Ion Maiorescu	Giurgiu/ Giurgiu	Student Company/ MESE	
	Middle School			
6) afternoon	Scoala Nr. 6	Oltenita/ Călărași	Personal Economics/ Me and the Economy	Grade 7 13-14

APPENDIX C
LIST OF SCHOOLS VISITED (*) VS. POTENTIAL

Outside	Bucharest				
Nr. crt.	Primary Grade School Name	Town	County	Date	Teacher Name
1*	Scoala Nr. 11	Buzău	Buzău	06.7	Pâslaru Nicolae
	Scoala Nr. 11	Buzău	Buzău	06.7	Pâslaru Rodica
2*	Scoala Nr. 6	Oltenita	Călărași	06.9	Dumitrescu Gabriela- Elisabeta
Nr. crt.	High School Name	Town	County		Teacher Name
3	Col. Nap. Vlaicu Vodă	Curtea de Arges	Arges		Căvescu Grăbiela
4	Col. Ec. Ion Ghica	Târgoviste	Dâmbovița		Avram Emanuela
5*	Col. Nap. Ion Maiorescu	Giurgiu	Giurgiu	06.9	Berbec Georgeta
6	Col. Nap. Spiru Haret	Tg. Jiu	Gorj		Găvănescu Mihaela
7*	Col. Ec. Virgil Madgearu	Ploiesti	Prahova	06.7	Mocanu Elena Viorica
	BUCHAREST				
Nr. crt.	Grade School Name	Town	County		Teacher Name
1	Scoala Nr. 150	Bucuresti			Biltz Gherghina
2	Scoala Mea (particulara)	Bucuresti			Petre Rodica
3	Colegiul Nat. M. Eminescu	Bucuresti			Daoud Despina
	Colegiul Nat. M. Eminescu	Bucuresti			Chifu Florentina
	Colegiul Nat. M. Eminescu	Bucuresti			Rizea Rodica
	Colegiul Nat. M. Eminescu	Bucuresti			Dumitrașcu Grăbiela
Nr. crt.	High School Name	Town	County		Teacher Name
4*	Lic. C. A. Rosetti	Bucuresti		06.8	Dumitrescu Floare
	Lic. C. A. Rosetti	Bucuresti			Hașiu Cecilia
5	Col. Nat. Gheorghe Sincai	Bucuresti			Gheorghiu Stefana
6*	Col. Teh. D. Motoc	Bucuresti		06.8	Ciobanu Aura

APPENDIX D
LIST OF INTERVIEWS of INDIVIDUALS & ORGANIZATIONS

Business Community: List of Potential Company Interviews (* Company Visited)

Nr crt	Date	company Name	Address	Telephone	contact person
1		Hewlett Packard Romania	Bd. Lascar Catargiu 47-53, et. 3	303-8300	Doina Popescu
2*	06.10	Ipsos New Media Research	Bd. Unirii, nr. 72, Bloc J3C, Sector 2	312-76-51 031-104-1555	Carmen Lazar
3		Manpower Romania	BD. Unirii nr.20 Sector 5	301-8440	Madalina Motora
4		McDonald's	McD Romana	202-6855	Carmen Ionescu
5		SOFTWIN	Str Fabrica de Glucoza 5, et 3	233-0780	Monica Baluta
6		GSK Glaxo Smith Klein	Opera Center Blg Bucharest 5		

***American Chamber of Commerce/Business Community, Non Corporate**

		American Chamber of Commerce	Address amcham.ro	Telephone
1*	06.08	Anca Harasim Executive Director Email: harasim@amcham.ro	Str Ion Campineau 11 Sector 1 Bucharest	021-315-8694 021-312-4834
2*	06.08	Iona Munteanu Legal Affairs Coordinator	Email: ioanam@amcham.ro	021-315-8694

***Ministry of Education/Government Official**

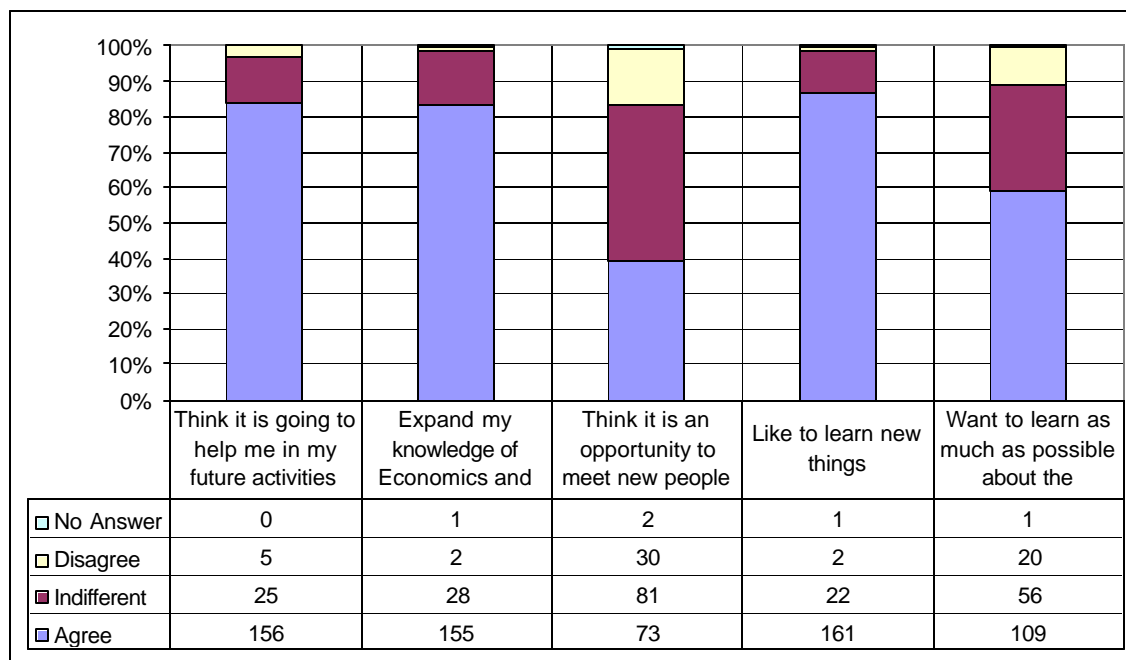
		ministry of education	Address	Telephone
1*	06.08	Silvia Popescu School Inspector, Bucharest Specialising Soci-Human	Str. Tincani nr. 10 Sector 6, Bucharest Meeting at JA Romania	021-210-7536

***List of Student Alumnae Interviews**

			Contact info.	Meeting at USAID
1*	06.10	Laviniu Gavanescu Executive Manager laviniu@imagroup.ro	Ima Group Web Design office@imagroup.ro	Opera Center Building Str Costache Negri nr. 1-5, Et.4, Bucharest 5
2*	06.10	Matei Catalin		Opera Center Building
3*	06.10	Vasi Varzaru		Opera Center Building
4		Doina Nedelcu		

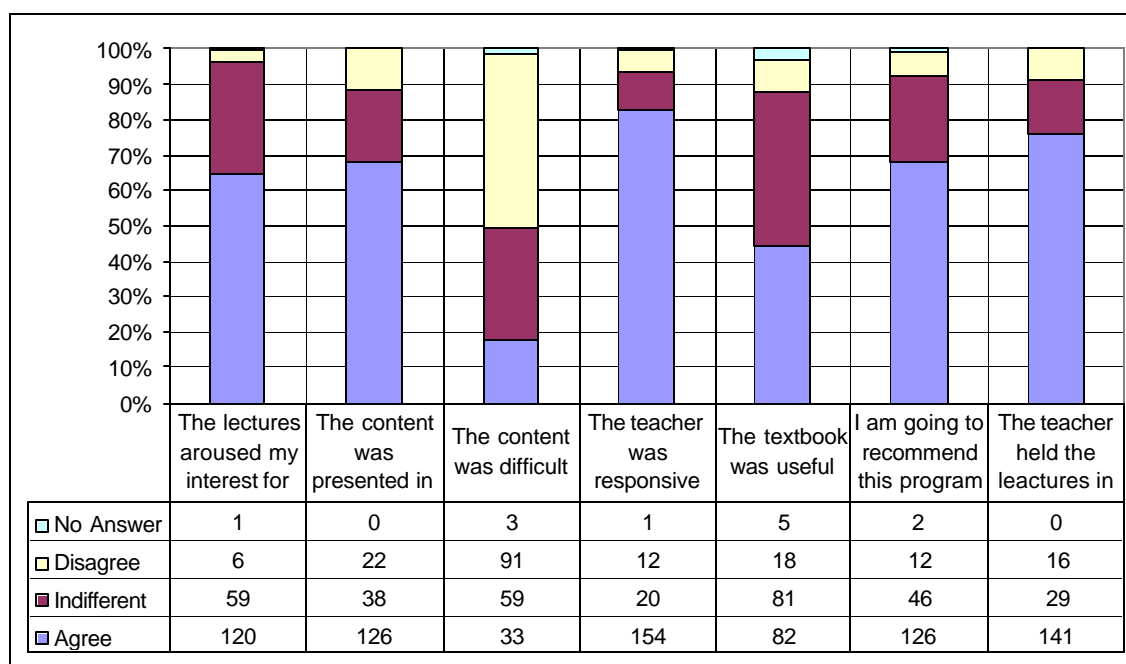
APPENDIX E: HIGH SCHOOL SURVEY QUESTIONNAIRE AND RESULTS

Bar Chart 1: Motivation/Reason for Taking JA Course



- 1 Think it is going to help me in my future activities
- 2 Expand my knowledge of Economics and Entrepreneurship
- 3 Think it is an opportunity to meet new people
- 4 Like to learn new things
- 5 Want to learn as much as possible about the economy

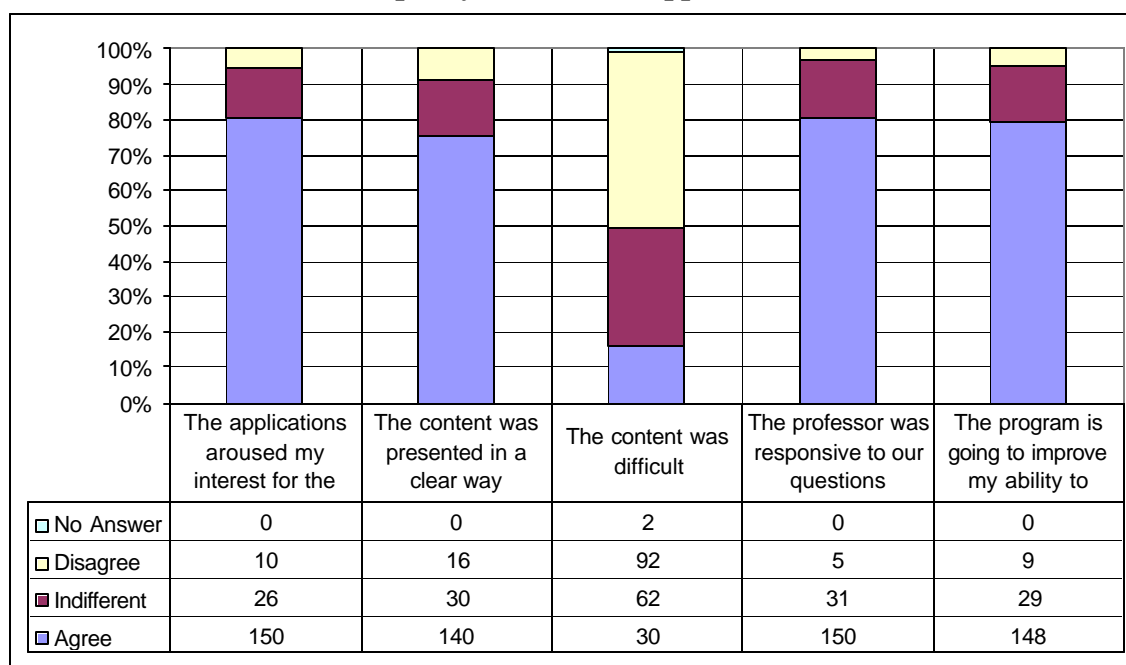
Bar Chart 2: Lectures and Course Content



- 6 The lectures aroused my interest for the topics being discussed

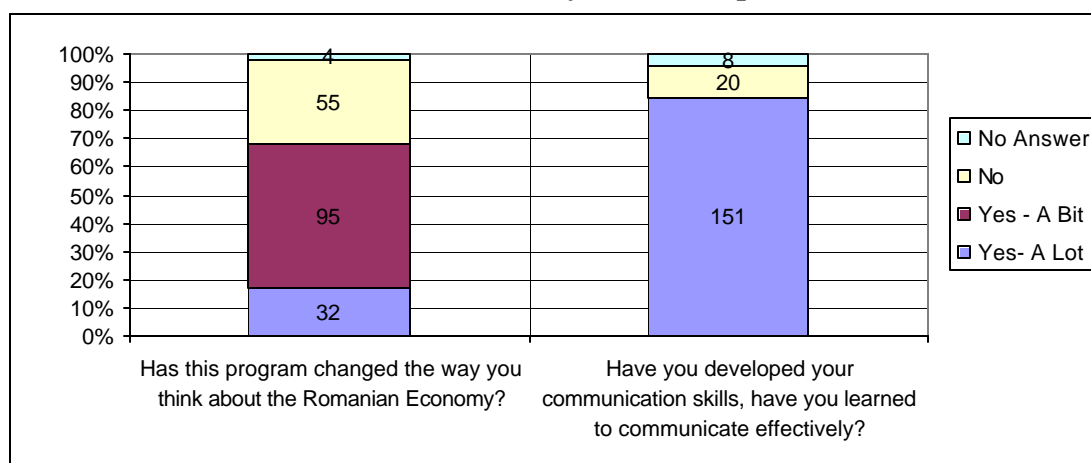
- 7 The content was presented in a clear way
- 8 The content was difficult
- 9 The teacher was responsive to our questions
- 10 The textbook was useful
- 11 I am going to recommend this program to other students as well
- 12 The teacher held the lectures in an interactive way

Bar Chart 3: Workshops Style (Practical Applications, Exercises, Case Studies)



- 13 The applications aroused my interest for the topics being presented
- 14 The content was presented in a clear way
- 15 The content was difficult
- 16 The professor was responsive to our questions
- 17 The program is going to improve my ability to understand the economy

Bar Chart 4: Views on the Romanian Economy and Development of Communication Skills



APPENDIX F

JA Romania Organization Report 2003-2004		
Contact Information		
Name of Organization:	JUNIOR ACHIEVEMENT ROMANIA	
Telephone:	40213123194	
Fax:	40213156043	
General Office Email Address:	jaromania@kappa.ro	
Website Address:	www.jar.ro	
Mailing Address		
Mailing Address Line 1:	Nicolae Dona Nr. 26	
Mailing Address Line 2:	P.O.BOX 2-57	
City:	BUCHAREST	
Postal Code:	10782	
Country:	ROMANIA	
Physical Address		
Physical Address Line 1:	Nicolae Dona Nr. 26	
Physical Address Line 2:	BUCHAREST, ROMANIA	
Chief Staff Officer		
Name of Chief Staff Officer:	STEFANIA EUGENIA POPP	
Title:	EXECUTIVE DIRECTOR	
Direct Email Address:	stefania.p@jaromania.ro	
Year started as executive director:	7	
Board Members		
Board chairperson:	DANIEL DAIANU	
Board chair's company:	Former Ministry of Finance	
Please list the names of the international corporations or foundations represented by board members:	3M, Hewlett Packard, Coca Cola, Citibank, General Electric, Salans, Mobifon, Saatchi&Saatchi, Lowe	
Organization Calendar		
What month does the school year begin?	15-Sep	
What month does the school year end?	20-Jun	
What month does the fiscal year begin?	January	
What month does the fiscal year end?	December	
Technology		
What percentage of schools are equipped to run programs off of a CD-ROM?		48%
What percentage of schools are equipped to run programs off of the Internet?		35%

JA Romania Organization Report 2003-2004

Organizational Data	2003-2004 (Actual)	2004-2005 (Goal)
National/Regional Offices		
Number of staff in national office (part-time staff count as 1/2):	38	56
Number of board members on national board:	14	14
Number of board members from private sector:	13	13
Number of board members from public sector:	1	1
Number of board meetings a year:	4	4
Number of regional offices in country (outside of central office):	1	4
Number of staff in regional offices (part-time staff count as 1/2):	1	4
Number of board members on regional boards:	0	0
Program Numbers	2003-2004	2004-2005
Number of Students in Primary Programs (age 5-12)	38,572	41,500
Number of Students in Middle Grade Programs (age 13-15)	48,922	56,000
Number of Students in Secondary Programs(16-18)	28,808	37,000
Number of Students in Post-Secondary Programs (19+)	3,098	5,000
Number of Total Students in JA-YE Programs	119,400	139,500
Percent Change in Students		17%
Number of Different Types of Programs Used	34	56
Number of Schools with Programs	1078	1500
Percent Change in Schools		39%
Business Advisors (Classroom Consultants or Business Volunteers)	2003-2004	2004-2005
Total number of business advisors	746	1400
Percent change in advisors		88%
Percentage of classes with business advisors	38%	72%
National Office Revenue/Income		2004
(if you have regional offices with separate budgets, please also complete	2003 (Actual)	(Goal)
Amount of revenue from private sector - corporations, individuals, etc.	\$ 182,000.00	\$ 280,000.00
Amount of revenue from government and public sources	\$ 146,000.00	\$ 180,000.00
Amount of revenue from all other sources (special events, program fees, etc)	\$ 56,000.00	\$ 130,000.00
Total Revenue (sum of above)	\$ 384,000.00	\$ 590,000.00
Percent Change in Total Revenue		54%
Percentage of Total Revenue from Private Sector	47%	47%
Percentage of Total Revenue from Public Sector	38%	31%
Total number of private sector sponsors - (i.e. number of companies, etc.)	140	400
Total number of public/government sponsors - (i.e. number of gov't agencies, e	2	3
International Funding	2003	2004
Percentage of revenue that comes from international companies or foundations	62%	70%
National Office Expenses/Costs	2003	2004
Total Expenses	\$ 62,000.00	\$ 84,000.00
Percent Change in Total Expenses		35%
Net asset balance at end of fiscal year	\$ 46,000.00	\$ 100,000.00

APPENDIX G

JA Romania Programming Report 2003-2004								
	Local Name of Program (if applicable)	Targeted Age	Students (03-04) Actual	Students (04-05) Projected	Classes (03-04)	Schools (03-04)	Business Advisors (03-04)	Educators/ Teachers (03-04)
Primary (Ages 5-12)								
Ourselves	ABC ECONOMIA: NOI INSINE	6	2146	2500	60	20	4	60
Our Families	ABC ECONOMIA: FAMILIA MEA	7-8	3428	4000	96	32	17	96
Our Community	ABC ECONOMIA: COMUNITATEA MEA	8-9	14620	15000	426	220	72	426
Our City	ABC ECONOMIA: ORASUL NOSTRU	9-10	18378	20000	620	225	82	620
Our Nation, Our Region, Our World			0	0	0	0	0	0
Totals - Primary:			38572	41500	1202	497	175	1202
Middle Grades (Age 13-15)								
Personal Economics	ABC ECONOMIA: EU SI ECONOMIA	14-15	14320	15000	415	138	54	138
Enterprise in Action	ABC ECONOMIA: COMPANIA	14-15	19268	20000	550	160	54	110
International Marketplace			0	3000	0	0	0	0
Economics of Staying in School	JUNIOR A DAY	13-15	6340	10000	180	180	46	180
CAPS	E-ECONOMIA: CAPS	14-15	5794	2000	310	106	84	52
	JUNIOR A WEEK	14-15	3200	6000	100	100	38	100
Totals - Middle Grades			48922	56000	1555	684	276	580
Secondary (Age 16-18)								
Company Program	D-ECONOMIA: COMPANIA ELEV	16-18	1826	2000	52	26	26	16
Economics	D-ECONOMIA: ECONOMIE APLICATA	16-18	972	1000	28	15	12	9
GLOBE	GLOBE	16-18	150	250	10	10	10	10
MESE	E-ECONOMIA: MESE	16-22	4860	3000	220	55	42	55
Success Skills	SUCCESUL PROFESIONAL	17-19	12480	15000	340	88	24	340
Banks In Action	E-ECONOMIA: BANCII IN ACTIUNE	17-19	196	100	8	8	4	8
TTBiz	D-ECONOMIA: AFACERI SI TURISM	17-19	546	950	14	7	7	7
Global Business Ethics	ETICA IN AFACERI	17-19	128	1200	4	4	4	4
BANK ACCESS MMBiz	BANII SI BUGETUL	16-18	0	3000	210	0	0	0
Job Shadow Day	JOB SHADOW DAY	18-19	1000	1500	28	28	120	28
TO BE LEADER - PROJECT MANAG	SA FII LIDER	18-19	3450	4000	100	41	12	85
	JUNIOR A WEEK	16-19	3200	5000	100	100	38	100
Totals - Secondary			28808	37000	1114	382	299	662

JA Romania Report cont. 2003-2004

	Local Name of Program (if applicable)	Targeted Age	Students (03-04) Actual	Students (04-05) Projected	Classes (03-04)	Schools (03-04)	Business Advisors (03-04)	Educators/ Teachers (03-04)
Graduate/University (Age 19+)								
FOME	LUMEA AFACERILOR	19-22	1536	2500	50	12	38	12
Graduate Program	COMPANIA STUDENT	19-22	526	1200	17	12	38	12
	JUNIOR A WEEK	19-22	300	500	12	12	38	12
ETHICS -BEST LABEL IN BUSINESS	ETICA IN AFACERI	19-22	736	800	25	12	12	12
Totals - Graduate			3098	5000	104	48	126	48
Annual Program Totals:			119400	139500	3975	1611	876	2492

APPENDIX H

JA Romania Competitions & Conferences 2003-2004

		Targeted Age	Students (03-04) Actual	Students (04-05) Projected	Classes (03-04)	Schools (03-04)	Business Advisors (03-04)	Educators/ Teachers (03-04)
National Competitions & Conferences (All Ages)								
YE Exam								
National MESE Contest	E-ECONOMIA	18-22	4860	3000	220	55	42	55
National Tradefair	JUNIOR A WEEK	16-19	236	500	10	10	10	10
Company Competition	JUNIOR A WEEK	18-22	524	1000	17	17	17	17
Totals - Competitions			5620	4500	247	82	69	82
International Competitions & Conferences (All Ages)								
HPGBC	HPGBC	17-22	265	250	53	24	24	24
EuroMESE	EUROMESE	17-19	225	1500	9	9	9	9
Regional Trade Fairs	EUROPEAN TRADE FAIR	17-19	3	15	1	1	1	1
Regional Company Competition	EUROPEAN COMPETITION	17-24	6	15	2	2	2	2
Latin America BIA								
FIE Student Forum	ECONOMICS FOR LEADERS	17-19	30	30	1	30	5	30
Totals - Competitions			529	1810	66	66	41	66